

SOUTHSIDE HIGH

100 Blassingame Road
Greenville, SC 29325

GRADES 9-12 High School

ENROLLMENT 957 Students

PRINCIPAL Mrs. Paulette Payne 864-299-8442

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	19	9	2	0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

NO

This school met 11 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Below Average	No
2004	Average	Excellent	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	53.8	N/A	N/A	72.9	N/A	N/A
Passed 1 subtest	19.9	N/A	N/A	14.3	N/A	N/A
Passed no subtests	26.2	N/A	N/A	13.1	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	88.7%	93.9%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	17.0	12.1
Seniors who met the SAT/ACT requirement	17.0	12.2
Seniors who met the grade point average	43.8	47.9

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	200	199
Number of Diplomas	125	146
Rate	62.5%	73.6%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	151	88.7	153	17.0	200	62.5	YES
Gender							
Male	58	93.1	65	13.8	86	60.5	N/A
Female	93	86.0	88	19.3	114	64.0	N/A
Racial/Ethnic Group							
White	34	100.0	27	59.3	33	81.8	N/A
African-American	102	84.3	99	5.1	136	57.4	
Asian/Pacific Islander	11	100.0	12	41.7	10	80.0	N/A
Hispanic	4	I/S	14	0.0	20	55.0	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	135	87.4	145	17.9	171	65.5	N/A
Disabilities other than speech	16	100.0	8	0.0	29	44.8	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	151	88.7	153	17.0	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	3	I/S	19	0.0	21	66.7	N/A
Non-Limited English Proficient	148	88.5	134	19.4	179	62.0	N/A
Socio-Economic Status							
Subsidized meals	43	86.0	50	4.0	67	58.2	N/A
Full-pay meals	108	89.8	103	23.3	133	64.7	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	234	94.0	30.3	28.0	23.7	18.0	47.4	YES	NO
Gender									
Male	110	93.6	44.9	31.6	14.3	9.2	28.6	N/A	N/A
Female	124	94.4	17.7	24.8	31.9	25.7	63.7	N/A	N/A
Racial/Ethnic Group									
White	45	93.3	17.1	17.1	22.0	43.9	68.3	YES	NO
African-American	138	97.1	27.7	35.4	26.9	10.0	43.8	YES	YES
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	40	82.5	63.3	20.0	6.7	10.0	23.3	NO	NO
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	195	93.3	20.8	28.9	28.3	22.0	57.2	N/A	N/A
Disabled	39	97.4	73.7	23.7	2.6	N/A	2.6	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	234	94.0	30.3	28.0	23.7	18.0	47.4	N/A	N/A
English Proficiency									
Limited English Proficient	38	81.6	66.7	22.2	7.4	3.7	18.5	I/S	I/S
Non-Limited English Proficient	196	96.4	25.0	28.8	26.1	20.1	51.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	97	91.8	39.0	32.9	22.0	6.1	35.4	YES	NO
Full-pay meals	137	95.6	24.8	24.8	24.8	25.6	55.0	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	234	93.6	38.6	23.8	16.2	21.4	43.3	YES	NO
Gender									
Male	110	92.7	50.5	24.7	11.3	13.4	28.9	N/A	N/A
Female	124	94.4	28.3	23.0	20.4	28.3	55.8	N/A	N/A
Racial/Ethnic Group									
White	45	93.3	24.4	12.2	4.9	58.5	70.7	YES	NO
African-American	138	96.4	41.1	29.5	21.7	7.8	35.7	YES	YES
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	40	82.5	53.3	23.3	13.3	10.0	26.7	NO	NO
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	195	92.8	27.3	26.7	19.8	26.2	51.7	N/A	N/A
Disabled	39	97.4	89.5	10.5	N/A	N/A	5.3	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	234	93.6	38.6	23.8	16.2	21.4	43.3	N/A	N/A
English Proficiency									
Limited English Proficient	38	81.6	59.3	18.5	7.4	14.8	25.9	I/S	I/S
Non-Limited English Proficient	196	95.9	35.5	24.6	17.5	22.4	45.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	97	90.7	46.9	29.6	14.8	8.6	30.9	YES	NO
Full-pay meals	137	95.6	33.3	20.2	17.1	29.5	51.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
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Students (n= 957)

Retention rate	10.4%	Down from 11.7%	10.2%	9.1%
Attendance rate	94.4%	Up from 94.2%	95.7%	96.0%
Eligible for gifted and talented	5.8%	Down from 9.7%	5.8%	5.8%
With disabilities other than speech	16.6%	Up from 12.8%	13.6%	12.7%
Older than usual for grade	17.5%	Up from 14.5%	10.2%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Up from 0.4%	1.6%	1.6%
Enrolled in AP/IB programs	84.3%	Down from 88.4%	9.6%	10.2%
Successful on AP/IB exams	60.6%		43.5%	53.8%
Annual dropout rate	4.1%	Up from 2.5%	3.1%	2.7%
Career/technology students in co-curricular organizations	0.0%	No change	5.2%	3.6%
Enrollment in career/technology center courses	369	Up from 312	407	466
Students participating in worked-based experiences	2.2%	Up from 0.6%	19.1%	25.7%
Career/technology students mastering core competencies	68.3%	Down from 76.0%	77.1%	77.7%
Career/technology completers placed	N/A	N/A	98.7%	99.3%

Teachers (n= 53)

Teachers with advanced degrees	54.7%	Up from 45.9%	49.2%	52.0%
Continuing contract teachers	84.9%	Up from 82.0%	80.0%	82.1%
Highly qualified teachers**	97.4%	N/A	90.9%	89.5%
Teachers with emergency or provisional certificates	17.6%		8.9%	8.6%
Teachers returning from previous year	85.9%	Down from 86.7%	84.7%	86.2%
Teacher attendance rate	94.6%	Down from 98.4%	94.7%	95.3%
Average teacher salary	\$40,576	Up 0.9%	\$40,469	\$41,060
Prof. development days/teacher	14.2 days	Up from 6.8 days	10.2 days	10.6 days

School

Principal's years at school	1.0	Up from 0.0	4.0	3.0
Student-teacher ratio in core subjects	26.0 to 1	Up from 22.7 to 1	26.7 to 1	26.4 to 1
Prime instructional time	86.7%	Down from 92.0%	89.0%	90.0%
Dollars spent per pupil*	\$5,734	Up 9.0%	\$6,212	\$6,310
Percent of expenditures for teacher salaries*	61.0%	Up from 60.4%	58.0%	57.9%
Opportunities in the arts	Good	No change	Excellent	Excellent
Parents attending conferences	96.2%	Up from 96.1%	91.1%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Southside High School is striving to become a premiere example of schools that defy the odds. It is a predominantly African American school located on the outskirts of the city of Greenville, SC. Though faced with the challenge of closing the achievement gap between ethnic and socio-economic groups, there are pockets of excellence within the school. Programs that are regionally and nationally recognized at the school are forensics, IB and AFJROTC. The International Baccalaureate (IB) and International Studies (IS) Programs are magnets that attract students from throughout the district. Students continue to have the opportunity to participate in 22 AP classes. The P.A.W.S. program offered group guidance and advisement for students to prepare for post-secondary plans.

Through partnership with GE, Southside has begun to intensely address the needs of academically challenged students and assist in ninth grade transition. We have hired a grant program director to manage the \$600,000 grant funds and to channel, improve, and focus our efforts to increase student achievement. We have refined the summer seminars and ninth grade summer camps. During the summer of 2004 we will implement a transition program for rising ninth grade students who have been identified by their eighth grade counselors as needing math and/or reading assistance. We will implement a three-week, three tiered, intensive program. Students will be introduced to Read-180, math diagnostics and acceleration, and Seven Habits of Highly Effective Teens. The efforts will continue in the fall when we implement a ninth grade academy.

Paulette Payne, Principal
Nigel Darrington, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	58	160	9
Percent satisfied with learning environment	59.6%	49.7%	I/S
Percent satisfied with social and physical environment	53.4%	54.9%	I/S
Percent satisfied with home-school relations	34.5%	72.4%	I/S

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.